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ABSTRACT

This is a report of major achievements and activities undertaken by Cedefop during 2001, and it describes efforts to achieve the aims laid down in the work program. Chapters 1-11 each focus on specified Proposed Outcomes 2001 and report results reached in these areas: reporting system on lifelong learning; promoting competencies for the knowledge society; training of trainers network; learning accessible to all in a changing economy; mobility and transparency of vocational qualifications; description and renewal of member states' vocational education and training systems; reference material; a partner in policy formulation and development; study visits program; research for policy and debates; and information and communication services. Chapters 12 and 13 discuss the Brussels office and development of an implementation strategy for new services and products, including an e-commerce facility. Appendixes include Cedefop publications list 2001, staff and financial allocation 2001, human resources, Cedefop Management Board, and Cedefop study visits program. (YLB)

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CEDEFOP

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2001 Annual report

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Cedefop

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General developments

In 2001, Cedefop made good progress in achieving the goals set in the medium-term priorities 2000–03 (see Annex). The profile of the Centre rose as the European reference centre for vocational training. In addition to a full and ambitious workload, major efforts went into considering how better to increase Cedefop's efficiency and visibility in the Member States.

Cedefop also underwent an external evaluation. In 1996, the European Commission decided that every Community action should be evaluated at least every six years. This also applies to its decentralised agencies, such as Cedefop. The last evaluation of Cedefop took place before it moved from Berlin to Thessaloniki in 1995. Therefore, in the autumn of 2000, the Commission initiated a tender procedure for an external evaluation of Cedefop. PLS Ramboll Management was assigned to carry out the evaluation.

The general assessment made by the evaluators was that 'the Centre has undergone a very positive development since the move to Thessaloniki and that the Centre is responding well to the new demands in many ways.' The report noted that some 75% of Cedefop's stakeholders considered the services and products provided to be either very good or excellent. It concluded that Cedefop in relation to its external users and partners was doing important work to promote and develop vocational education and training in a European context. Directorate-General Education and Culture, in its position paper on the results of the evaluation considered Cedefop had demonstrated its ability to make a valuable contribution to the Community's vocational training policy. It also cited several areas requiring more attention, in particular improving internal efficiency and increasing the visibility of Cedefop's products and services throughout the Community.

The European Parliament, in its discharge of Cedefop for 1999 called for the presentation of an action plan in the light of the external evaluation before the end of 2001. In view of the recommendations contained in the external evaluation report, the Management Board in March 2000 installed a working group to draw up an action plan to initiate improvement measures. This group finally submitted a draft action plan to the Management Board which approved it at its November plenary meeting.

The Management Board drafted its action plan considering the Commission's position paper and assessed the validity of all conclusions and recommendations formulated in the evaluation report. The action plan provides reactions and/or follow-up action, where relevant, with milestones and a timetable. In the coming months Cedefop will carry out several important changes regarding its internal organisational structure and spearhead long-term initiatives to expand and inform our target groups.

Cedefop is preparing for the future and will address the challenges of the new political agenda set by Community education and training policy within the framework of lifelong learning and implementation of the objectives of education and training systems. There is, however, a clear need for actions to enhance the internal efficiency of the Centre after the innovation and consolidation period following the successful move from Berlin to Thessaloniki.

Improving the Centre's visibility, with the support of Management Board members in Member States and implementing a more effective dissemination strategy are part of future action.

There is an urgent need to devise new operating modes for the Management Board, taking full advantage of the added value afforded by the present composition of the Board. The Management Board considers its quadripartite nature an essential requirement, which should remain in the future.

The impact of enlargement on the size and composition of the Management Board as well as the implications for the Centre's priorities and activities will be addressed.

The Management Board held two meetings, in March and in November. In March, the term of office of the chairman, Mr. Oliver Lübke finished and on 1 April, 2001, Mr Alfons de Vadder was elected chairman of the Management Board.

A major highlight in the 2001 calendar for Cedefop was the visit of Commission President, Romano Prodi, to the Thessaloniki headquarters on 31 March. Accompanied by the Greek Alternate Foreign Minister, Ms Papazoi and the Minister for Thrace and Macedonia, Mr Paschalidis, the President met Cedefop staff and was updated on the Centre's current activities. His address stressed the expectation the European Commission had of Cedefop in contributing to a Europe-wide action plan for lifelong learning. He stressed the role the Centre could play in assisting the Commission in implementing the e-learning action plan and using information and communication technologies to promote social inclusion.

During 2001, Cedefop reinforced its efforts to support, in close cooperation with the ETF, the familiarisation of candidate countries in the field of VET. This focused on issues related to lifelong learning, teacher training, quality and transparency.

An additional highlight in the Cedefop calendar in 2001 was a visit from the European Parliament's Committee on Budgetary Control on 11 July. The delegation, led by the committee's chairperson, Mrs Diemut Theato, met Cedefop staff and discussed the Centre's current activities. The delegation stated in their press release that following the visit they were assured that Cedefop had settled successfully in Thessaloniki and that the location had been a wise choice. A few days later the Centre was honoured by the visit of Mr Jean-Luc Mélenchon, French Minister for Vocational Training, who toured the building and met staff for discussions, especially on questions related to transparency and the project on 'sustainable professional development'.

The following report reflects the major achievements of the activities undertaken by Cedefop in the course of 2001 and draws a balance of efforts to achieve the aims laid down in the work programme (1).

(1) It should be noted that the sequence of the projects and activities in the following report correspond to the sequence in the work programme 2001.

CHAPTER 1

Reporting system on lifelong learning

Project managers/authors of the report: Martina Ni Cheallaigh (project leader), Roland Loos, Burkart Sellin.

Proposed outcomes 2001

To implement the reporting system on lifelong learning in the Member States to monitor new initiatives and identify innovative developments and strategies across the EU in order to identify innovative training techniques and methods.

1.1. Results reached

1.1.1. LLL site on the European training village (ETV)

As the required software developments and templates were not available until late in the year, progress on adding data was slow to begin. However, the main data for the reporting system were exploited in a joint Cedefop/Eurydice report, which is available in the ETV bookshop, through a link to the Eurydice website. In March, the LLL (lifelong learning) profile of research was added.

Data related to over 100 websites of organisations, and initiatives relevant to LLL were identified and added to the documentation service's database of web resources. Ready access according to the key messages of the memorandum is provided in the LLL pages of the ETV.

An assessment was carried out of the main results of the projects of the former Adapt and Employment Community initiatives. The database of projects commenced with the inclusion of 60 Adapt projects considered to have successfully promoted LLL. A similar selection of Employment projects was being formatted in December. Two reports analysing the projects from each Community initiative were delivered, describing their successes, good practices, products and the lessons to be learned. The documentation network collected information on the specific theme of paid educational leave.

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The team working in the area of lifelong learning has been reinforced by a Spanish expert since April 2001 who will be addressing in particular the issue of vocational guidance and counselling. An external expert was contracted to shape Cedefop's contribution to following through the Commission's memorandum and to enhance the quality and visibility of existing work. A lifelong learning group was formed in May involving colleagues providing input from other projects.

A major effort was made in 2001 to support the debate and consultation process initiated through the Commission memorandum on LLL. The group worked together with an external contractor to analyse the reports coming from the Member States, social partners, civil society and ancillary documents, received in response to the memorandum. This work fed into the preparation of the follow-up communication. The group followed the process of drafting the follow-up communication, supplying regular comments and feedback to the Commission. A synthesis report, *Memorandum on lifelong learning consultation process: a review of Member State and EEA country reports*, was presented at the Education Council meeting in November.

At the request of the Commission, Cedefop and Eurydice delivered background material to help stimulate the debate on the LLL memorandum in the Member States. As a contribution to the debate and follow-up to the LLL memorandum, fruitful collaboration with Eurydice culminated in the production of a joint document describing actions undertaken in the Member States which contribute to implementing a strategy for LLL. A draft of this report was presented at the DGVT meeting in Växjö and at the Education Council in Brussels. This joint report draws on the work of several other projects.

An analysis of Guideline 15 of the national action plans - social partners and continuing education - was provided to the Commission.

1.1.2. Conferences, seminars

A major European conference, 1 and 2 October, Tallinn, was organised jointly by Cedefop and the European Training Foundation (ETF), in cooperation with the Estonian Ministry of Education.

More than 70 participants from 20 European countries discussed the outcomes, usability and potential follow-up of the joint Cedefop/ETF survey, which was launched in early 1999, implemented in two phases in 1999/2000 and 2001. The final conclusions and recommendations were presented at the conference. Five EU countries and five central and eastern European countries participated in this work in assisting policy-makers and practitioners in education and training to define better medium- and longer-term strategies for education policies in a 10-year perspective. More than 60 major trends for three contexts (economic, social and training) were analysed by stakeholders in these countries. Country specific and European level scenarios and strategies were proposed and are documented in reports. In addition to the conclusion on the overall value of this project, concrete proposals have been formulated on how to make best use of this.

Cedefop also contributed to the debate on LLL beyond EU borders, by trying to combine the outcomes and conclusions between Member States and candidate countries. The annual advisory committee meeting of the ETF provided the platform where convergence and divergence within the broader framework of 25 countries was identified.

On request from the Secretary-General for Adult Education in Greece, Cedefop contributed actively to different events on the national debate: (a) at an international conference organised in Athens on 14 March on new basic skills; (b) at a seminar organised in Komotini/Thrace on 2 June on learning regions; (c) and a similar contribution to a seminar in Lavrio/Attica on 23 June.

Input and active participation was provided for the OECD thematic review of adult education in Finland; from 1 to 9 February 2001; the Swedish Presidency conference in Eskilstuna, from 21 to 23 March; the 14th CEIES seminar 'Measuring lifelong learning', organised in cooperation with Eurostat, Parma, 25 and 26 June 2001. In addition, input was made for the European Commission conference involving NGOs and civil society, 'Making lifelong learning a reality', Brussels, 9 and 10 September and the symposium on lifelong learning: the challenges for information management and information technology, Frankfurt, 25 September, to mark the 50th anniversary of the *Deutsches Institut für Pädagogische Forschung* (DIPF).

1.1.3. Publications

(a) *Lifelong learning in Sweden*, published in March (Panorama series) and launched at a press conference in Stockholm;

(b) *National actions to implement lifelong learning in Europe*, joint Eurydice/Cedefop report, published in July;

(c) *Lifelong learning: which way forward*, published on the ETV on behalf of the College of Europe, Bruges, in September;

(d) *Lifelong learning in Finland*, published in November (Panorama series);

(e) *LLL in the Netherlands* sent for publication in the Panorama series in December;

(f) *Lifelong learning in Italy*, is currently undergoing editing;

(g) An article was prepared for each issue of *Cedefop Info*;

(h) Synthesis report (see above).

CHAPTER 2

Promoting competences for the knowledge society

Project leader/author of the report:
Pekka Kämäräinen.

Proposed outcomes 2001

(a) a reference publication on key qualifications;
(b) compile an electronic European case base on key qualifications;
(c) develop a mechanism at European level to exchange experience on identifying, assessing and recognising non-formal learning;
(d) establish an electronic platform on existing research on and approaches to e-learning including a database on e-learning opportunities;
(e) report on information technology and learning, also to find good practices from European projects and programmes, as well as innovative training techniques and methods in the VET area.

2.1. Results reached

Editorial work for the reference publication on 'key qualifications' has been completed. In the final phase the material was reworked to include an analysis on the more recent debates on 'new basic skills' (within the follow-up of the Lisbon Summit 2000) or 'basic skills' (within the follow-up of the memorandum on lifelong learning) into the general picture. The book will be published in 2002 with the title *Transformation of learning in education and training - Key qualifications revisited.*

In the debate on 'new basic skills' an analysis of the basic options has been produced to promote dialogue and exchanges between the different main approaches. This basic analysis has contributed via different discussion documents to the Greek debate on the lifelong learning memorandum (March), to the DG VT meeting (April) and to work of the high level task force on skills and mobility (June).

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The preparation of an instrument for capitalising case studies ('case base') has been integrated with other measures to promote thematic knowledge development in the Cedra context. Work with the Cedra themes 'ICT and learning' and 'work-related learning' has been developed towards knowledge-sharing networks. On the basis of these studies a new web-tool has been initiated to link thematic knowledge development and analysis of case studies.

The groundwork phase of the project key qualifications has been completed and the conclusions of the related networking have been summarised. The key qualifications framework provides a basis for analysing proactive, connective and transformative approaches in curriculum development.

CHAPTER 3

Training of trainers network (TTnet)

Project manager: Mara Brugia.

TTnet is a network of approximately 500 members, bringing together key players and decision-makers in vocational education and training from the various Member States to foster teachers' and trainers' skills as a key factor in the quality of vocational training systems. The network analyses and disseminates innovative practices and contributes to creating a common reference framework for the competences and qualifications of teachers and trainers.

Proposed outcomes 2001

(a) publication and dissemination of the *Community report on the achievements in the field of training the trainers*;
(b) publication of the thematic glossary *on Training of trainers and information technology* and support for new media skills in this group;
(c) publication of thematic dossiers on specific issues related to the training of trainers and implementing the e-learning action plan.

3.1. Main activities and results achieved in 2001

3.1.1. **E-learning**

Mindful that ICTs are causing profound changes in the role of teachers and trainers by imposing new skill profiles, TTnet chose 'e-learning and the professionalisation of teachers and trainers' as its priority theme for 2001. At the same time, the training of teachers and trainers in the use of ICTs became a central aim of Community VET policy under the Commission's e-learning initiative. The following activities were launched by TTnet:

(a) *TTnet e-learning project groups.* After discussion with the Commission, TTnet launched a specific measure to support the implementation of the e-learning action plan, strand teachers and trainers (point 3.2.2). This measure comprises three project groups:
   (i) dissemination of innovative practices in the area of professionalisation of teachers and trainers;
   (ii) fostering competences and qualifications of teachers and trainers;
   (iii) guide to online resources.

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(b) *Discussion forum.*
A TTnet discussion forum was launched on the ETV on the following topics:
(i) Topic 1. Are new pedagogical skills required for e-learning?
(ii) Topic 2. Are high-level technology skills necessary for trainers?
(iii) Topic 3. Should e-learning skills be acquired through formal training programmes?
(iv) Topic 4. Should training professionals have business skills?
Discussions were chaired/moderated by international experts in e-learning. The final report is available.

(c) *TTnet annual conference.*
The fourth TTnet annual conference - 'Training of teachers and trainers: a priority of the Commission's e-learning action plan TTnet's contribution' was held in Thessaloniki on 13 and 14 December 2001. It was devoted to analysing the findings of the three TTnet project-groups on e-learning over the period July to December 2001.

(d) *'E-TTnet' project.*
The TTnet network responded to the Commission's call for proposals on 'Preparatory and innovatory actions - e-learning action plan. Strand teachers and trainers'. The project 'e-TTnet' will be coordinated and managed jointly by ISFOL and Cedefop, in close cooperation with the TTnet national networks and associated partners. The selection process at the Commission is still going on.

(e) *Transnational thematic workshops.*
A workshop on 'Professionalisation of VET teachers for the future' was held in Helsinki on 5 and 6 April 2001. The synthesis report of the workshop is available on the TTnet section of the ETV;
A workshop on 'Innovative practices and e-learning resources for training teachers and trainers' was held in Brussels on 8 November 2001.

3.1.2. Studies

The study on producing a grid to analyse innovative practices in training of teachers and trainers has been completed. The grid produced is being used by the national TTnet networks to identify 'innovative practices' in e-learning and the professionalisation of teachers and trainers'. The practices identified by the networks have been analysed by the project-groups, with a view to comparing national contexts, sharing experience and building common knowledge.

The synthesis report of the study on the evolution of the competences of the trainer or trainers in open and distance training schemes' is complete. The national report of the French partner has been published on the Internet *(http://www.oravep.asso.fr/synergie/ pourtous/kiosque/ cd_publ.htm)*. The national report of the Portuguese partner will be published by Inofor in early 2002, in a new reference series for training of trainers.

The study on training of trainers in Leonardo projects' (1995-99) has been completed. The paper version of the final report is available and will be published in the TTnet section of the ETV in early 2002.

The study on 'trainers' qualification standards: a comparative approach' has been finalised. The final report is available and will be published in 2002. In the framework of this study a CD-ROM has been produced. The ETV team is currently testing the possibility of including it in the TTnet section of the ETV.

3.1.3. Publications

TTnet Dossier No 4 *Open and distance learning and the professionalisation of trainers* has been finalised in English and French. The French version has been published (ISBN 92-896-0056-X). The English version will be published at the beginning of 2002.

TTnet Dossier No 5 *Validation of competences and professionalisation of trainers* has been revised and translated. Both English and French versions have been sent to the publication department.

3.1.4. Activation of the network

Special measures were taken to activate newly created networks (in Finland on the occasion of the TTnet workshop held in Helsinki on 5 and 6 April 2001 and in Portugal's TTnet national conference, on 3 and 4 May 2001), as well as to reactivate the Dutch network.

3.1.5. Contribution to other projects/initiatives

Close cooperation has been established with the ETV to develop TTnet pages. The ETV also developed the *Guide to online resources*, an integral resource guide providing structure and interlinks between case studies, skill/competences profiles and relevant specific electronic resources available on the web. The resource guide is online in the TTnet section of the ETV.

Cooperation with the Commission has continued throughout the year on implementing the strand 'teachers and trainers' of the e-learning action plan . This cooperation will be strengthened in 2002.

CHAPTER 4

Learning accessible to all in a changing economy

Project managers/authors of the reports:
Iver Jan Leren, Roland Loos,
Sarah Elson-Rogers, Tina Bertzeletou.

Proposed outcomes 2001

(a) enhance the role of Cedefop in supporting the information needs of the social partners at sectoral level, especially of older/lower-skilled workers;
(b) research on the training aspects of the social economy;
(c) publish a study on SMEs and internationalisation in the service sector;
(d) establish a database on cost/benefits analysis of funding;
(e) make an inventory of good practices which includes the handicapped or slow learners in training.

4.1. Results reached

(a) The synthesis report on lower-skilled workers is under preparation and will be finalised by July 2002.
(b) Agreement has been reached with two major hotels in Oslo and Copenhagen to get access to facts and figures as well as qualitative information as a basis for a study on a model for evaluating cost/benefits on apprenticeship.
(c) Cedefop has been taking part in a working group named 'Improving training in order to upgrade skills in the tourism industry' set up by DG Enterprise. The working group has reported together with four other groups to the Council. This work might lead to a Cedefop project on a handbook for learning areas/regions in tourism. The Commission has approved a communication 'Working together for the future of European tourism' (http://europa. eu. int/comm/enterprise/services/tourism/tourismeu.htm#future).

(d) National studies on social partners' involvement in forming and running VET systems will be compiled using the documentary network early in 2002. Cedefop was not able to start a sectoral level study on social dialogue in 2001.

(e) Dissemination of the results of two Cedefop studies on 'changing skill needs in European SMEs due to internationalisation in the manufacturing and services sectors' among the UEAPME members.

(f) Work on the database of reviews to cost/benefits studies continues (there are now approximately 80 reviews) and these are awaiting input onto the ETV.

(g) Volume I of the synthesis report on the inventory of innovative social partner initiatives is complete and Volume II will be ready by early 2002.

CHAPTER 5

Mobility and transparency of vocational qualifications

Project managers/authors of the reports: Søren Kristensen, Sten Pettersson, Anders Nilsson, Philippe Tissot.

Proposed outcomes 2001

(a) a report on mobility as a didactic tool both within and outside European programmes;

(b) support for the European forum on the transparency of vocational qualifications.

5.1. Results reached

5.1.1. **Mobility**

Participation in the steering group for the valorisation of Leonardo da Vinci I, including writing the chapter on mobility.

Launch of studies on the use of mobility in Belgium and Spain, and on the role of host companies.

Participation at two conferences of the Swedish presidency, plus several other conferences.

The 'information mechanism' on mobility for the ETV has been updated and translated. Planning work undertaken for an 'Agora' on mobility has been completed. An article on knowledge development with the CEDRA project has been completed.

(a) A reference publication on the theme of mobility as a didactic tool in the context of VET in Europe (working title: learning by leaving) is in preparation; it is based on studies of the use of mobility in the individual Member States (plus Norway and Iceland) and on results from other projects.

(b) Participation in valorisation process of LdV I: as Cedefop supported the steering group dealing with the valorisation paper of mobility and assisted in drafting the final paper.

(c) Participation in valorisation committee LdV II and in the Austrian quality project: Cedefop delivered a background paper and contributed to the related conference.

(d) Published articles in: *European Journal of Vocational Training, European Journal of Education, Actualites de la Formation Professionelle.* Presentations at major conferences: Swedish presidency (two conferences), *Deutsche Gesellschaft zur Förderung Pädagogischer Forschung*, National Resource Centre for Vocational Guidance (UK), Conference of the Senate of Berlin 'Der flexible Mensch', annual seminar of hotel and catering professions (DK), National seminar TT-Net Austria.

5.1.2. European forum on the transparency of vocational qualifications

Two meetings of the European forum have been held. A main task of the forum has been to follow up the implementation of the 2000 action plan on transparency of qualifications:

(a) introduction of the certificate supplement in all EU/EEA languages, development of the European CV, establishment of a network of national reference points, design and development of a website on transparency, hosted by the ETV;

(b) From March 2001, increasing attention has been given to non-formal learning, aiming at more systematic exchange of experiences and mutual learning. Initiatives have been taken to develop a European inventory of approaches in this field, to provide an extensive and updated overview of developments. Preliminary results will be reported and discussed at the forum meeting in January 2002. The work of the forum has been used to support Commission initiatives on lifelong learning, and especially to contribute to the Commission communication in November 2001, (see also the first priority for action, valuing learning). A progress report was delivered to Cedefop Management Board in March. Work on the transparency issue at sector level has started. Representatives from several branches are invited to a hearing/discussion in connection with the January meeting. The advice given by the forum will steer further work, including participating at a conference during the Danish presidency in the autumn of 2002. The new communication on lifelong learning underlines that the work of the transparency forum must continue and be strengthened especially in the field of valuing learning.

CHAPTER 6

Description and renewal of Member States' vocational education and training systems

Project managers/authors of the reports:
Michael Adams/Eleonora Schmid/
Sarah Elson-Rogers, Dora Stefansdottir,
Sten Pettersson, Burkart Sellin.

Proposed outcomes 2001

(a) published descriptions of vocational education and training systems of Belgium, Germany, Greece and Ireland;

(b) publication of short descriptions, providing updates and complementary information to that contained in the national descriptions;

(c) publish the remaining financing portraits on Greece, Portugal and Belgium and a synthesis report on the financing of vocational education and training in the EU;

(d) publish the final report on scenarios and strategies for vocational education and training and summary, press release and dissemination via ETV, publications and presentation at conferences;

(e) create a database of comparable themes on a transnational basis to be used in cooperation with Eurydice to increase synergy between education and vocational training.

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6.1. Results reached

(a) Following internal meetings it was decided to change the original plan and to prioritise the monographs of oncoming presidency countries. The following monographs were published: Belgium (in FR and EN), Denmark (in DA) and Spain (in FR). Spain in DE was sent to the printer, while the EN version is in the final proof-reading stage. In addition the monograph on Iceland was published in EN (original language). A number of language versions of previously published monographs came out: for example United Kingdom (in FR), Italy (in DE, FR and EN). Work has progressed on several others: the Netherlands, Luxembourg and Denmark in EN are in pre-publication preparation.
Some additional changes were made to the original plan following internal meetings in June and at the beginning of October. The number of language versions envisaged at the outset of the project has been reduced. New ways to proceed, particularly updating and improving the existing manuscripts were decided on for the monographs on Germany, Greece and Ireland. Since then, work on Germany and Greece has progressed.

(b) Short descriptions, translations, various: greater emphasis has been placed on preparing short, but up-to-date descriptions of systems. It was decided to try to increase their consistency and comparability and to harmonise style and content (in particular quantitative data, using as far as possible existing harmonised data at European level). With this in view authors were provided with a clear indication of what should be included. While all the short descriptions will be translated into EN, FR and DE and placed on the ETV, it was also decided that at least the short descriptions of countries which hold, or are about to hold, the presidency would be published in a new hard copy format within the Cedefop Panorama series. They may become the main hard copy publication to support the database which is being prepared (see (c) below).

In addition to the short descriptions of the Swedish system placed on the ETV in three languages in early January, a short description of the Belgian system was finalised in late May and placed on the ETV in June in French and in English and Dutch in September. Since then, it has also been published in hard copy form in these three languages, while the German version is presently in the printing process. Short descriptions of the systems in the Netherlands, Spain and Denmark were commissioned. That on Spain in the original language has been placed on the ETV and is presently in the printing process. It is also being translated into English, French and German and should be available in electronic form in January and in hard copy shortly afterwards. The texts of those on the Netherlands and Denmark have been finalised and are now being prepared for translation and publication. A draft report on Iceland has been prepared in house.

The way ahead: A great deal of effort has been invested in launching a study (Ecotec) with a view to reorganisation of the present arrangements for reporting on VET systems. This is likely to involve greater use of electronic processing and searching of documents with a view to assisting transnational comparative work, but questions relating to what type of material should be collected and who should be responsible within Member States are amongst those still open for discussion. A joint Cedefop/Ecotec discussion report is being prepared. Work is being carefully coordinated with other services in house, particularly the ETV, the library and documentation service and network and reporting arrangements on lifelong learning.

(c) Publications: The financing reports for Italy (EN/IT) and Portugal (EN) have been published. The financing reports for Belgium, Luxembourg and Portugal (PT) are at various stages of pre-publication preparation. The financing report for Greece in English is in its last drafting stages. The dossier on financing policies to support continuing training in SMEs is awaiting publication. Work on the synthesis report will be resumed when final reports are all available.
Contributions were also produced for the joint Eurydice/Cedefop publication on lifelong learning as were papers for the DGVT meeting in Växjö, and contributions to the Commission's work on lifelong learning.
Dissemination of a report published in 2000 on the use of vouchers to fund post-compulsory education and training has also been undertaken through membership of the European learning account project. a meeting in Italy and a conference to be held by OECD in 2002.

(d) Final report: A working group meeting with contractors and experts was held in January to discuss outcomes of national reports on phase 2, to establish the structure for the final (European level) report and to verify the robustness and credibility of scenarios and strategies retained in phase 2 so far. Another working group meeting with the partner institutes is envisaged for the end of June to discuss main outcomes and a first draft final report.
Dissemination: A final conference, to be organised jointly with ETF, was organised in Tallinn on 1 and 2 October. Cedefop nominated some 20 participants from or via its Management Board in addition to about 30 experts invited to attend without costs to either Cedefop or ETF.
Other dissemination tools include a summary article for the European Journal on the methodology and main intermediate outcomes and a discussion paper on the results and the policy impact of the scenario project.

CHAPTER 7

Reference material

7.1. Key data and statistics

Project managers/authors of the report: Pascaline Descy, Anne-France Mossoux.

Proposed outcomes 2001

Publication and dissemination of key data on transition from the education system to active life.

The third edition of *Key data on vocational training in the EU*: 'Transition from education to working life' was published in June 2001 in English, French and German.

Dissemination activities were organised jointly with Cedefop's Information and Communication group and included publication of a flyer, web page and ordering form on the ETV and specific promotional action to ETV residents and ERO-Call list. An article was compiled for *Cedefop info*.

Other activities in 2001 included in particular, a contract for the design of a harmonised list of learning activities (as recommended by the task force for measuring lifelong learning). The list and a user manual will be developed by February 2002. Project activities also included follow-up to developing the ad hoc module LFS-LLL and the OECD CET module and participating at the 'Measuring LLL' seminar in Parma in June 2001.

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Jointly with Eurostat, Cedefop carried out the evaluation of the VET data collection asking users and data providers their opinion about this data collection tool.

To support the work of Directorate-General Education and Culture, Cedefop participated in selecting the pre-proposals for the LDV2 programme.

7.2. Report on vocational education and training policy

Project managers: Steve Bainbridge, Julie Murray.

Proposed outcomes 2001

The second report will be prepared during 2001. The central theme of the report will be learning and employment across the EU.

Arrangements were made for a second policy report to be prepared during 2002. In the light of issues raised by the first policy report – An age of learning – and taking into full account the views of the Management Board, the central theme of the report will be learning and employment across the EU.

A revised structure was presented to the Management Board in March 2001. Following discussion in the Management Board and the Bureau, a small working group was set up to support the preparation of the report. Members nominated representatives from each group to take part, to continue the active process of consultation. The group held its first meeting on 6 September 2001. At that meeting, the contractors who are contributing to the content and data analysis requirements, gave a presentation on the work they had undertaken to date on the impact of vocational education and training (VET) on the European employment strategy as revealed by the NAPS. The contractors have since delivered their final report to the Centre and this work will form an important contribution to the report.

A first draft will be ready for the end of February 2002 and will be sent to the working group members for comment. It is also an item for orientation on the draft agenda of the March Management Board meeting.

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7.3. Report on vocational education and training research

Project managers: Pascaline Descy, Manfred Tessaring, with the additional support of Søren Kristensen.

Proposed outcomes 2001

(a) evaluation of results achieved with the first and second research reports and their relevance for different areas of policy and practice;
(b) publication and dissemination of the second research report 'Training for competence'.

7.3.1. Main outcomes 2001

7.3.1.1. *Second research report*

(a) The second research report has been published, it consists of three publications:
  (i) background report *Training in Europe*' in 3 volumes (in English)
  (ii) synthesis report *Training and learning for competence* (English published, French and German in publication, Spanish undergoing revision) which discusses the following themes:
    - VET systems, coordination with the labour market and steering;
    - lifelong learning and competences – challenges and reforms;
    - training and employment in a company perspective;
    - employment, economic performance and skill mismatch;
    - individual performance, transition to working life and social exclusion;
    - VET research outside the European Union.
  (iii) executive summary prepared in all official languages.

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(b) Dissemination activities:
A publicity flyer was published in 11 languages. Updates were made to the ETV 'research laboratory' containing the executive summary and the background contributions for downloading. Staff also attended various conferences and events and prepared press releases and articles.

7.3.1.2. *Third research report*

Based on internal and external discussions and own research the provisional content and structure of the third research report was defined. Theme of the third research report is: 'Evaluation and impact research' (working title). 17 contracts have been concluded to gather contributions on several subjects to be included in the background report which will be published in 2003-04 (both electronically and as hardcopy). Main themes of the contributions are:

(a) approaches, types, methods and standards of evaluation;
(b) evaluation and measurement of competences and learning results;
(c) impact of policies and measures on integration and reintegration on the labour market and in social life;
(d) impact of education, training and skills at company level;
(e) evaluation and organisational learning;
(f) impact of reforming education and training organisation and financing;
(g) impact of education, training and skills on human capital, economic growth and employment;
(h) immaterial benefits of education, training and skills at macro level;
(i) evaluation of EU and international programmes related to education and training – case studies.

CHAPTER 8

A partner in policy formulation and development

Project managers/authors of the report:
Michael Adams, Tina Bertzeletou,
Iver Jan Leren, Mara Brugia.

Objectives

To assist the European Commission on the basis of a renewed memorandum of cooperation and to support:
(a) the social partners,
(b) researchers and practitioners,
(c) the candidate countries of central and eastern Europe.

8.1. Results reached

(a) Support for the EU Presidency: Cedefop supported the Swedish presidency of the EU very actively and was invited to contribute to many conferences and seminars organised in Sweden. Several initiatives to see how Cedefop might support the Belgian presidency were taken and meetings were held in May and June with a wide range of Belgian partners (see also project 11 - Brussels office).

(b) Meetings of the Directors-General for Vocational Training (DGVT): for the April (Sweden) and October (Belgium) meetings, Cedefop, as usual provided background material on developments in VET systems. These included an overview summarising developments in the EU/EEA countries during the periods September 2000 to February 2001, and March to September 2001, a full description of VET systems in Sweden and Belgium and a short and updated description of the Swedish and Belgian systems. For the April meeting some more theme-specific papers were also provided.

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(c) Advisory Committee on Vocational Training: both the May and October meetings discussed several themes on which Cedefop had made a major contribution (e.g. transparency of qualifications, an EU curriculum vitae, the VET quality forum). The Commission circulated the paper on recent VET developments, which Cedefop prepared for the DGVT meeting (see above) to ACVT members. Cedefop also made available documents on e-learning distributed earlier at the e-learning summit.

(d) Assisting the Commission: Cedefop contributed to discussion leading to and building on the Commission's e-learning action plan; in particular, it participated in and contributed documents to the e-learning summit held in La Hulpe on 10 and 11 May. Cedefop contributed also to the Employment Week 2001 in the training forums on e-learning as well as on future trends and scenarios for European VET.

(e) Leonardo da Vinci programme: as well as participating in meetings of the LdV committee (January, July and November) and of the national agencies (March, May), Cedefop, during the first half of the year, made an intensive contribution to the Commission's working group preparing a report on the valorisation of the results of the LdV 1 programme, through active participation in many meetings and preparing thematic sections of the report dealing with transparency of qualifications, mobility, training of trainers and the recognition of non-formal learning. Cedefop also participated in meetings, under the title 'Development strategy for the future' in September and December, concerning future valorisation activities relating to both LdV programmes.

(f) Forum on Quality in VET: in March 2001, the Management Board adopted a decision on the contribution the Centre would make to the forum on quality in vocational education and training. Following this, Cedefop established the technical group experts, which provide scientific and technical assistance to the forum on quality. The first forum on quality took place on 29 and 30 May, 2001. A second meeting took place on 26 and 27 November, 2001 where the prototype website for the quality forum was presented for comments and discussion.
Additional work involved drawing up contracts, conducting meetings and maintaining permanent contacts with Directorate B of DG EAC. Meetings with the technical group were organised and reports and reflection material prepared.

(g) Eurydice: Cedefop continued its close cooperation with the European unit of Eurydice. This focused on the preparation of the report on lifelong learning and in other areas such as information and communication (see projects 1 above and 11 below). Meetings of the joint Cedefop/Eurydice/DG EAC working group were held and a draft report on the work of this group, prepared by Cedefop, was agreed and sent to the Director General of DG EAC in June.

(h) Agriculture: publication of the Cedefop study on 'Quality of agricultural products and protection of the environment: training, knowledge dissemination and certification', elaborated with the active involvement of the EFA and the GEOPA/COPA.

(i) Support for candidate countries of central and eastern Europe: participation in the annual meeting of national observatories (NOs) in candidate countries in Turin, which was combined with the evaluation of NOs in Turin from 5 to 7 April. Participation in and contribution to a Phare evaluation concluding seminar in Skopje on 31 May at the request of ETF. Since June, efforts to intensify cooperation with the ETF and Eurydice have been initiated by DG EAC and a working document was drafted and submitted to the Director General of the DG for Education and Culture. This document was approved by the Management Board which agreed in March on a new memorandum of cooperation between ETF and Cedefop. Cedefop also participated in the ETF's annual advisory committee meeting in Cyprus in September 2001 (main issue: the lifelong learning debate) and in the first international conference on vocational education and training in Slovakia in October 2001.

(j) Support for the social partners: tourism - Cedefop has taken part in a working group named 'Improving training in order to upgrade skills in the tourism industry' set up by DG Enterprise. A presentation at a conference in Valencia in March was given, and Cedefop took part in the final meeting held in June. This work might lead to a Cedefop project on learning areas/regions in tourism. The Commission approved on 13 November 2001 the Commission communication 'Working together for the future of European tourism', available at the following address: http://europa.eu.int/comm/enterprise/services/tourism/policy
Cedefop was not able to start a sectoral level study on social dialogue in 2001. National studies on social partners' involvement in forming and running VET systems will be ensured by the documentary network early in 2002.

CHAPTER 9

Study visits programme

Project managers/authors of the report:
Marie-Jeanne Maurage (project leader),
Eleonora Schmid.

Proposed activities 2001

(a) organise 65 visits in roughly 22 countries involving 650 participants;

(b) improve the general administration of the programme (revision of procedure, preparation of new presentational documents, preparation of study visits' documentation in collaboration with NLOs);

(c) improve the coordination of the programme with the 31 member countries (in consultation with a committee of choice of themes, training of new NLOs and TSAs, developing candidate countries participation);

(d) carry out specific projects by four working groups (development of new technologies, a quality approach for the improvement of the end of visit reports and their dissemination, and implementation of the new call for applications process).

9.1. Results reached

(a) Visits: **65** visits in **21** countries and one synthesis seminar in Spain (two study visits were held for the first time in Estonia and Slovenia). Places were given to **714** participants (608 grants were paid for participants of EU countries, amounting to a total of EUR 665 650,60 grants for participants of PHARE countries, amounting to a total of EUR 65 560, and 46 places for participants of other associated countries, Cyprus, Liechtenstein, Iceland, Malta, Norway). 48% were female, 52% were male.

Cedefop study visits programme - Themes 2001 (Annex 5).

The theme 'vocational training of young people and vocational training of adults' represents half of the study visits.

A synthesis seminar on the irreversibility of initial training was held in Barcelona. It concluded with a presentation of VET systems and examined the relationship of cause and effect between the content of initial training and access to continuing training. The final report on this seminar will be available on our website. Participants at this seminar were selected as representatives of groups who wrote the more qualitative end of visit reports regarding results of the debate during their study visit on VET system

The theme 'quality of the VET system' attracted an important number of participants. Specific attention was paid to the theme SMEs, ICT and training needs.

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(b) Administration: (i) selection of the company European Dynamics on the basis of a feasibility study for redesigning the study visits call for applications process; (ii) production and dispatch of 698 documentary dossiers (320 during the first semester and 378 during the second semester, in EN, FR, and DE depending on the groups).

(c) Coordination: the annual meeting was held in Thessaloniki from 12 to 14 February, an extraordinary meeting was held in Stockholm on 28 and 29 June, and two training sessions for new NLOs and TSAs where held in Thessaloniki (nine participants from Estonia, Ireland, Italy, Malta, Poland, and Slovenia in April, and seven participants from Bulgaria, Liechtenstein, Hungary, Latvia, the Netherlands and the United Kingdom in July).

(d) Specific projects: during the NLOs extraordinary meeting in Stockholm, it was decided to create a working group of NLOs and TSA for improving the dissemination of results of study visits. This group complemented the work of the group focusing on the quality of the end-of-visit reports. Both groups met in December with the following results:

(i) the working group on dissemination of results conducted an analysis of existing dissemination activities: synthesis seminars, publication of reports/articles on study visits in national newsletters, general articles on study visits and success stories, collection of end-of-visit reports on the same topic, bibliographical references on national websites, meetings between former and potential participants, meetings between participants and policy-makers, presentation of the key themes of the study visits programme at a conference and debate organised with Mr J. Delors in Athens on key challenges for the future of the EU;

(ii) the working group on redesigning the end-of-visit report and other assessment tools drafted the following three forms: a pilot form for the end-of-visit reports (it will be tested in 2002), a follow-up questionnaire (to be sent to each participant nine months after the study visit) and a new information sheet to be completed by host countries (its aim is to give the host country the opportunity to express its own point of view on the group) .

(e) Strengthening the link to other Cedefop activities: (i) project manager acting as interface with the 'monograph' team participated in two study visits to Denmark (March); (ii) liaising with the lifelong learning group. Project manager participation in study visits on language learning in VET to prepare follow-up activities and synthesis seminar in 2002.

(f) Other: participation in the study travel organised by *Le Monde* in the Baltic countries (May).

CHAPTER 10

Research for policy and debates

10.1. Agora Thessaloniki

Project leader/author of the report:
Eric Fries Guggenheim

Proposed activities 2001

(a) Agora XI: The learning region – have institutions with a training function a role to play at regional level? (in conjunction with Cedra), viewed in the context of the Commission memorandum on lifelong learning;

(b) Agora XII: Vocational training for people with disabilities and training of trainers working with the disabled (in conjunction with TTNet);

(c) Agora XIII: Mobility as a learning tool (in conjunction with the project on mobility).

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10.1.1. Results reached and activities in preparation

10.1.1.1. *Agora XI* *(15 and 16 March 2001)*

'The learning region'. Have education and training institutions a major role to play in promoting innovation at local level? The number of participants was reduced in comparison to earlier Agoras. Nevertheless, the quality of input and conclusions drawn has not been adversely affected by fewer participants. The European Commission was well represented by both DG EAC and DG Enterprise.

The meeting was a success and demonstrated the importance of the local aspect of developing initial and continuing training in striving towards lifelong learning.

10.1.1.2. *Agora XII* *(5 and 6 July 2001)*

'Training for mentally handicapped and their trainers: giving the mentally handicapped their due rights'. The conference, preparation of which was entrusted to ARFIE (Association for Research and Training on Insertion in Europe) was marked by the differing perspectives of the English, Italian and Portuguese participants who regarded social integration as the prerequisite for creating employment opportunities for the mentally handicapped and the German, Belgian, Spanish, French and Luxembourg participants who were of the opinion that integration in the labour market was a precursor of integration in society as a whole.

While discussion did not culminate in consensus there was agreement that attaining autonomy and independence was the common goal of policy. A summary of the conclusions of the debate has been published in *Cedefop Info No 3*.

10.1.1.3. *Agora XIII* *(29 and 30 October 2001)*

'Mobility as a didactic tool'. The introductory note was prepared by Søren Kristensen, responsible for the mobility project within Cedefop. It was submitted and accepted for publication in the European Journal. Following the new rules established by the Directorate, participants not invited as speakers were required to pay their own travel and subsistence expenses. Only a limited number of people were invited at Cedefop's expense (12). Some participants accepted to come at their own expense (9). There was broad criticism of the hypothesis that any form of mobility is automatically beneficial to the individual. With hindsight, the conference focused too much on the mobility aspects of the Leonardo da Vinci programme and did not deal sufficiently with examining mobility as an educational tool.

10.1.2. Materials and documents of previous Agoras

The document relating to Agora VI has been completed and will be published in spring 2002. The documents relating to Agora V and Agora IX are ready for publication although some translation work awaits completion. Work on the documents of Agoras VII and X is progressing well although there remains considerable editing work to be completed. Agora VII is delayed as some participants did not submit their contributions in written form. The summary of Agora X has been completed but all the texts have not been received. For Agoras XI and XII, work is now commencing on producing the documents. The Agora site on the ETV (http://www2.trainingvillage.gr/etv/agora/default.asp) has been operational since September. This is an excellent means of publishing the Agora documents as and when they become available in the various language versions and to keep participants up to date on preparation of forthcoming Agoras.

10.2. Cedefop research arena (Cedra)

Project managers/authors of the reports: Barry Nyhan (project leader), Pekka Kämäräinen.

Proposed outcomes 2001

(a) prepare 'research resource materials' on 'learning in organisations in a human resource development context', and on 'regional cooperation for learning'. These materials will be prepared through developing 'knowledge sharing networks' moderated by Cedefop;

(b) organise a Cedra colloquium on the concept of 'knowledge development for social innovation' to promote understanding of processes and methodologies for knowledge development;

(c) consolidate the 'European research overview' (ERO) which provides up-to-date reviews and information on European research;

(d) set up platforms for international research dialogue to be organised as Cedefop/Cedra events at European (ECER) and international (IVETA, OECD) conferences.

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10.2.1. **Results reached**

10.2.1.1. *Research resource materials produced in 'knowledge-sharing networks'*

'Research resource materials' entitled 'Organisational innovation and learning – European perspectives on the learning organisation' which comprise 16 papers, capitalising on different European HRD research projects, have been published on the Cedra web pages. In addition, a second companion volume which synthesises the main messages arising from the 16 papers is being prepared and will also be published in 2002. A paper on European trends in HRD entitled 'Human resource development in Europe – at the crossroads' was published in the 2001 Cedefop second research report.

Links have been strengthened with European networks on HRD such as University Forum for HRD, Euresform , and the Academy of HRD . A paper has been accepted for the 2002 European HRD conference which is organised jointly on an annual basis by these three networks.

'Research resource materials' dealing with the topic 'Work-process knowledge' have been submitted to Cedefop in November. These materials were produced by a Cedra-supported network of 15 authors drawn from different European projects. The network is coordinated by the University of Bremen where a seminar was organised.

'Research resource materials' dealing with 'Work Experience in an initial education context' were submitted to Cedefop in November. These materials, drawn from different European research projects, have been produced by a Cedra network team led by the Institute of Education (University of London.) In this project, Cedefop contributed to a major European conference organised by the Institute of Education in London in January 2001, and a seminar at the 'European conference for educational research' in Lille (September 2001).

Resource materials arising from a jointly organised 'Agora-Cedra' conference on 'Regional cooperation for learning' ('learning region') in Thessaloniki in March 2001 are available on the Cedra web pages.

10.2.1.2. *Knowledge development for social innovation*

To consolidate the Cedra ICT research network established in March 2001, a Colloquium took place in Brussels in November focusing on information and communication technologies as a support for knowledge development in VET. The colloquium also discussed how network members might carry out European projects related to the EU e-learning action plan and the Leonardo programme.

The Cedra ICT Research Network aims to evaluate policies and practices related to the use of ICT in support of learning and research in VET. A special 'ICT portal' exclusive to members of the network has also been set up. Actions taking place are dovetailing with other Cedefop activities. Papers are being presented for publication in the Cedefop European Journal and will also provide background material for the second policy report. In addition, the network is working on establishing an experimental webpage containing various research resource materials developed by Cedra.

A series of Cedra papers under the heading of 'Taking steps towards the knowledge society – reflections on the process of knowledge development' have been finalised and published on the Cedra web pages.

A review of current literature on 'knowledge management' and 'knowledge development' is also being prepared for electronic publication.

10.2.1.3. *'European research overview' (ERO)*

The main features of the ERO website continue to be developed/updated. These are – 'reviews of European research projects'; 'directory of experts'; 'information on education resources' (research institutes, websites, upcoming events and conferences);and the 'ERO mailing list' (ERO-Call).

The necessary preparatory work has been undertaken in 2001 so that ERO becomes fully integrated in the new 'reference and expertise network' to be launched in 2002.

Work continues on developing software to allow national members of the new 'reference and expertise network' to input information on research directly in their countries. This will begin when the new 'reference and expertise network' is launched in 2002.

10.2.1.4. *International research dialogue*

In collaboration with the board of the vocational education and training network (VETNET) of the European Educational Research Association (EERA), Cedefop is contributing to the strengthening of the EU research community in VET. Cedefop was active in planning and organising the 2001 Lille conference which took place in September and in preparing the 2002 conference to take place in Lisbon.

Two Cedefop-supported events dealing with 'work-related learning' and 'ICT and vocational education and training' took place at the EERA conference on educational research (ECER) in Lille.

A series of papers on 'collaborative research and strategic knowledge development' have been produced examining the development work emerging from current European projects (such as EVAL, STERN, Covoseco) and national 'accompanying research' projects. Two working documents, 'Shaping the European VET research area' and 'Towards a common European VET research area' have been presented at different international conferences organised under the auspices of ECER and IVETA.

10.2.1.5. *Contributions to other projects*

Close collaboration with the 'key qualifications project' has continued in 2001. Electronic publishing of the material of the 'key qualifications' book has been integrated into developing the web-based tools of Cedra. The initiative to utilise case-based material as a support for thematic knowledge development have been integrated into developing the Cedra networks.

Collaboration with the Lifelong learning (LLL) project has also continued on country responses to the European Commission document (July 2001) and producing the Cedefop report on LLL submitted to the European Council in November 2001.

Work has also been undertaken on the analysis of the National Action Plans (NAPs) for employment.

CHAPTER 11

Information and communication services

11.1. Library and documentation service

Project managers/authors of the report: Marc Willem (project leader), Philippe Tissot.

Proposed activities 2001

(a) responses to requests for information on vocational education and training issues from specific clients;
(b) lists/abstracts of documentation and literature;
(c) access to information sources - publications, periodicals, reports, thematic dossiers - on vocational education and training;
(d) information on vocational training institutions;
(e) information on conferences;
(f) a selection of electronic periodicals;
(g) glossaries and advice on terminology and acronyms.

Four major seminars were organised by the library and documentation service during 2001:

(a) a technical meeting for documentalists from the documentary information network took place in March 2001, in Thessaloniki;
(b) an information day on the new network of reference and expertise, June 2001, in Brussels;
(c) the 12th annual meeting of ICAU (International Consortium of Aleph Users), October 2001, in Thessaloniki;

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(d) annual meeting of the documentary information network, November 2001, in Thessaloniki.

Technical specifications for the tender aiming at selecting national coordinators of the consortia of the new network of reference and expertise have been sent out by mail and e-mail to Management Board members, the organisations which applied to VET-AMI and to organisations from the Leonardo programme database. The deadline was 21 December 2001. Proposals will be evaluated at the beginning of 2002 and the new contracts will start on 1 April 2002.

The preparatory stage for creating an extended and enriched reference and documentation network has been completed, namely:

(a) drawing up each aim and specification;

(b) launching a restricted call for tender (deadline for submission of bids: 21 December 2001);

(c) organising, on request, explanatory meetings with different interested parties at national level:

  (i) in Belgium in June with the Director, Mr A. De Vadder and Mr M. Willem;

  (ii) in Austria on 24 September 2001 with the Deputy Director;

  (iii) in Spain on 19 December 2001 with the Director and Mr F. Company, the Cedefop expert on vocational guidance;

  (iv) consultation with Management Board members in most countries, especially in Denmark, France, Greece, Portugal, Sweden, UK.

Updating the European training thesaurus has been completed: the French and English versions are ready to be printed and the electronic version will be uploaded to the bibliographical database, which will be totally reindexed by the beginning of January 2002.

The bibliographical tool developed and made available to all members of the documentary information network, to facilitate the cataloguing and indexing of VET documents (VET-DET), has been updated considering US-MARC/MARC21, Dublin Core and AACR2.

A revised version of the cataloguing and indexing manual has been finalised and distributed to the documentary information network. Specifications for updating the VET-Instit database have been prepared for ETV colleagues (the full development is expected for the beginning of 2002).

The library and documentation service also focused on providing more information services from reference service on Cedefop Intranet, especially the query/answer service. A new statistical database has been created to generate reports automatically.

Cedefop current and intermediary archives have been included in the more general record management system (ACIC). Classification schemes have been developed in a common structure for almost all services. Management Board and Bureau meeting documents from 1994 to 1999 and all contracts from 1993 to 1997 have been microfilmed and put on CD-ROM.

In addition, throughout 2001, the service has improved acquisition policy for all publications and upgraded the library automation software ALEPH on the new digital library server, Libserver.

The library and documentation service provides its main information products and services via the two websites: *www.cedefop.eu.int* and *www.trainingvillage.gr*, for example:

(a) VET-BIB, the bibliographical database;
(b) VET- Eurodoc, a monthly specialised bibliography;
(c) library monthly new acquisitions list;
(d) thematic profiles (dynamic bibliographies from VET-BIB) on lifelong learning and quality of training;
(e) VET-Instit, database of training institutions;
(f) ETV-News contains up-to-date information on the most recent events and issues in vocational training;
(g) VET-DOS thematic dossiers in electronic format;
(h) VET-eLIB, digital library containing the electronic format of key VET documents;
(i) VET-ACRO containing acronyms and abbreviations of vocational education and training;
(j) VET-iR a collection of VET Internet resources;
(k) VET-ePer a selection of electronic periodicals available online;
(l) VET-CONF a list of conferences, related to all aspects of training;
(m) VET-THES multilingual thesaurus of vocational training;
(n) and our questions/answers service for all requests received by letter, fax, e-mail.

11.2. Electronic media

Project managers/author of the report: Colin Mc Cullough (project leader), Marc Willem

Proposed activities 2001

(a) provide electronic publications on the results of Cedefop project work;
(b) develop interfaces with DG Education and Culture's integrated information system and disseminate information on the Leonardo da Vinci programme;
(c) deliver tailor-made information and services to target groups;
(d) organise comanaged areas of electronic activity with European partners;
(e) extend the social partners' house in line with discussions held with ETUC and UNICE observers in the Management Board;
(f) produce vocational education and training resources (databases, electronic publications) allowing precision in query and retrieval methods;
(g) set up a vocational education and training online news service with decentralised input from selected sources throughout Europe;
(h) publish a monthly vocational education and training electronic newsletter;
(i) promote the use of metadata;
(j) further develop its e-learning products database;
(k) carry out electronic surveys and promote debate and consultation on the lifelong learning memorandum of the European Commission.

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11.2.1. **Results reached**

The European training village (ETV) continued to extend its services to clients. The migration to new technology was completed by the end of May. While development work had to be suspended at times during the migration period, the new site facilitates decentralised input and updating of the site by project managers. Work was completed on opening the transparency and quality forums on the ETV by the beginning of December. TTnet resources were extended substantially for the annual conference in December. The database of lifelong learning is now operational.

The Cedefop site, online in 11 languages was revamped completely to ensure it remains current and topical. Work continued on enhancing the TTnet site, on making national descriptions available in both English and French. The ETV also hosted a major electronic forum on the challenges technologies present to trainers in providing learning. Work was completed on a new 'Agora' site giving access to the discussions and papers on current and past conferences.

The survey initiative has become a fixed monthly activity and preparations are being made to publish their findings in hard-copy form. Surveys in 2001 included:

(a) e-learning and adult basic skills;
(b) European trade unions and e-learning;
(c) e-learning for people with disabilities.

On the e-learning site, work has focused on collecting case studies of good practice in implementing e-learning and in preparing a database on e-learning products as support for the DG EAC initiative on a database on learning opportunities. A contract has been signed with an external contractor and the database should be operational by end of January 2002.

The ETV played a major role in the conference in London at the beginning of February and organised a pre-conference 'e-learning in the EU' day with input of good practice from Community-funded programmes. All conference proceedings were made available on the ETV e-learning site. Preparations are underway for participation in two major e-learning conferences in February 2002.

Cedefop continued to monitor and participate in initiatives aiming to promote open standards in the implementation of e-learning (CED/ISSS). Cedefop drove this issue at the e-learning summit held in Brussels in May and open standards has become an important issue on the list of recommendations coming from the summit.

11.3. Publications service

Project managers/authors of the report: Bernd Möhlmann, Steve Bainbridge, David Bond, Isabel Dreyer

Proposed outcomes 2001

(a) three issues of the *European Journal Vocational Training* (cooperating with the ETF), and of *Cedefop Info*,

(b) hard-copy publications in its reference, panorama and dossiers series on the results of Cedefop project work.

(a) European Journal: issue 22 is available in all four language versions. issue 23 is in print. Editorial and translation work on issue 24 has begun and the four language versions will be ready in January 2002. The articles for issues 25 and 26 have also been reviewed by the editorial committee. Editorial work on the articles for issue 25 began in November, with a view to the four language versions being available in April 2002. Revised articles for Issue 26 are awaited from authors and editorial work will begin in February, with a view to the four language versions being available in August 2002.

Cedefop Info No 1/2001 DE, EN and FR versions:

(i) ETV bookshop: published in May 2001,

(ii) hard-copy: distributed in May 2001: print run: DE: 6 100, EN: 6 200, FR: 4 650 copies;

Cedefop Info No 2/2001 - DE, EN and FR versions:

(i) ETV bookshop: published in July 2001,

(ii) hard-copy: distributed in September 2001: print run: DE: 6 100, EN: 6 200, FR: 4 700 copies.

(b) The Cedefop annual publications catalogue was printed in May.

(c) A total of 76 documents, representing 4 556 pages went through the English editing process during 2001, 11 of which were outsourced to the editing network.

Other: development and use of new constant elements, to improve identification, citation and cataloguing of hard-copy publications in cooperation with EUR-OP, Luxembourg.

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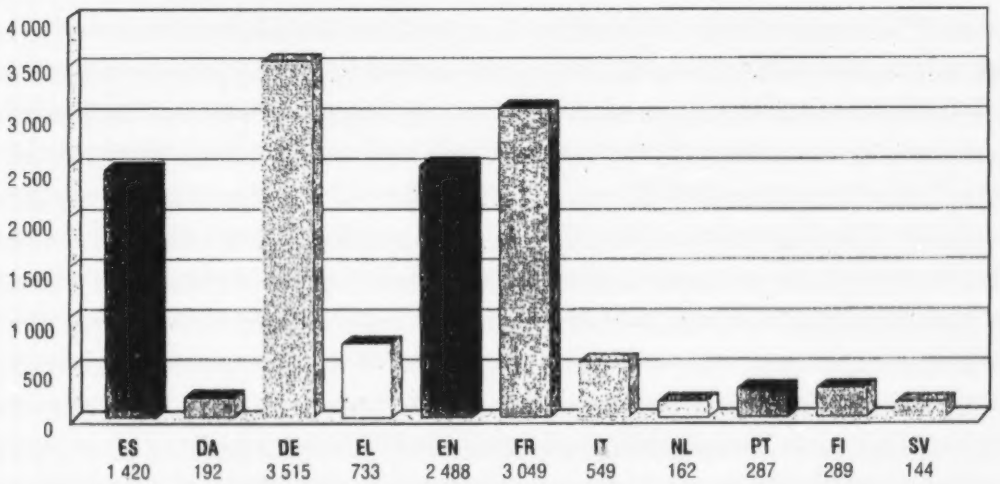
11.4. Translation service

The translation service carries out the translation work required for the day-to-day running of the Centre and for the Centre's projects as determined in the annual work programme. Besides translating and revising documents, the translators ensure consistency in terminology in documents translated by the freelance network and advise internally on language issues. A considerable amount of editing work in all languages was carried out by the service. Throughout 2001, the Centre cooperated with the Translation Centre in Luxembourg.

The breakdown of translation work for 2001 was as follows:

Number of pages translated/revised by Cedefop:	**11 793**
Number of pages translated by Translation Centre, Luxembourg:	**1 035**

Pages requested for translation



11.5. Press, public relations and conferencing

An electronic press and media website (trainingsnews-online) has been created and tested throughout the first half of the year. About 50 articles were edited (written and designed for the web) and launched. Some internal meetings have taken place with colleagues from different areas to make up an editorial team and to outline the future editorial and production process. Extremely active presswork has taken place throughout the year. Almost all the Centre's activities (conferences, seminars, exhibitions, visits, etc.) have been accompanied by launching appropriate presswork that has led to huge press coverage at national level including TV.

A new project has been launched: developing a network of EU journalists specialised in VET matters and writing regularly for the (daily) press. Members of the Cedefop documentation network have participated in selecting and compiling appropriate (personalised) data. A first list of journalists from some Member States was established.

Different information visits to Cedefop, for individual experts in VET or groups coming from the EU and various (candidate) countries have been organised.

A call for tender for the production of a Cedefop video programme has been launched. A British TV producer, cooperating closely with the BBC, was entrusted with the task of producing a 20-minute video explaining the Centre's work. Filming has taken place in Copenhagen, London, Oxford and Thessaloniki.

Three exhibitions have been organised (including the production of catalogues). The President of the EU Commission, Mr Romano Prodi, inaugurated one of them, a photo exhibition on child work. Openings of exhibitions have attracted many people (sometimes more than 250) from Thessaloniki to visit the Centre and join the event. Contacts have been made to obtain additional financing through sponsorship for upcoming exhibitions. The Centre's first exhibition, which was repeated in Brussels, will also be presented in Bonn (BIBB) in 2002.

Further to the jubilee concert, organised in 2000 on the occasion of the Centre's 25th anniversary, a musical CD was produced. Copies were handed over to the Thessaloniki State symphony orchestra. The orchestra expressed its thanks by organising a little 'night music' on Cedefop's premises.

Preparatory work for remodelling the Cedefop brochure has been done and a new layout concept is under discussion. Initiatives were taken to market and promote the Centre's conference facilities. A call for tender for support by external professional congress organisers was launched. An attractive promotional leaflet for conference services is being prepared, including a conference website.

Organisation of two Agora conferences next year has commenced. A new initiative on quality standards in e-learning, jointly organised by Cedefop and the German Federal Institute of Vocational Training, was prepared and launched.

CHAPTER 12

Brussels office

Author of report: Michael Adams.

Proposed outcomes 2001

(a) exchange information between Cedefop and EU Institutions and programmes;
(b) contact the countries holding the presidency in the coming 18 months and ensure they are informed of Cedefop's products and of ongoing work relevant to the themes of their presidency;
(c) maintain contacts with the Brussels-based headquarters of the social partners;
(d) 'same-day' service to requests for information/publications from key partners in Brussels;
(e) 'host' Cedefop staff and contacts visiting or meeting in Brussels;
(f) act as a contact point for those in Brussels seeking information about Cedefop;
(g) attend and report on meetings of EU programmes and committees and to organise (with the support of the service in Thessaloniki) Cedefop's participation in selected exhibitions particularly in Brussels or neighbouring area;
(h) ensure Cedefop input for *Le Magazine* and participate in its editorial committee.

The office participated in a number of meetings organised by the European Commission. These included those mentioned under project 8 (above) and also those on the follow-up to the memorandum on lifelong learning (January, April and October) and on lifelong learning indicators (January, April, May and November). A video-conference facility was installed in the office and has been used on an experimental basis, particularly for participation by Brussels office staff in meetings in Thessaloniki.

The office coorganised, and participated in, three meetings (April, May and June) related to the preparation of the Belgian presidency and the improvement of Cedefop's links with Belgian partners, particularly in the framework of the renewal of the documentary information network, see project 11 above. 31 Cedefop meetings (involving 47 'meeting days') including two of the Bureau and of the enlarged Bureau of the Management Board were held in the office.

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The office organised Cedefop's participation in, and the availability of Cedefop documentation at, a number of events, including the following

(a) the e-learning summit in La Hulpe on 10 and 11 May 2001;
(b) conference organised by the European Commission for NGOs on lifelong learning in Brussels (9 and 10 September 2001);
(c) the DGVT meeting in Brugges (27 to 30 October 2001);
(d) Employment week (27 to 29 November 2001);
(e) three seminars organised by the Belgian authorities within the framework of the Belgian presidency:
    (i) ENTEP, Brussels, 29 September 2001 'Nouveaux profils de l'enseignant';
    (ii) European seminar, Charleroi, 22 and 23 October 2001 'Innovations dans les services publics de l'emploi et de la formation professionnelle - de nouvelles relations avec les particuliers, les entreprises, les partenaires';
    (iii) European seminar, Spa, 15 and 16 November 2001 'Nouveau marché européen du travail, nouveau défis et opportunités pour la gestion des ressources humaines'.

Several organisations (for example, the European Agency for the Development of Special Needs Education, Meetings Professional International (MPI), the European Disability Forum, groups from the Japanese Institute of Labour Market Research and from the Education Department of Liaoning Province (China), a group of Chinese civil servants on a course organised by the University of Antwerp and a group from the University of Trier organised by the Brussels office of the Association of German Chambers of Industry and Commerce (DIHK)] wishing to make contact with Cedefop, visited the office for information briefings. These were in many cases followed up by further contacts with Cedefop.

On the basis of contributions from the documentary information network, the office prepared input on recent developments in selected countries for issue 14 of DG EAC's periodical *Le Magazine*.

CHAPTER 13

Development of an implementation strategy for new services and products including an e-commerce facility

Project on new services for training organisations and professionals.

Authors of report:
Burkart Sellin, Steve Bainbridge

Following internal debate in Cedefop a contract was issued externally to deliver an implementation strategy to improve and deliver Cedefop products and services more effectively using new communication technologies. Particular attention was devoted to the feasibility of an e-commerce strategy for Cedefop.

An interim report was presented by mid-May and a final report was delivered in the autumn with the aim of improving the organisation of the production, publication, dissemination and quality assurance in using new ICTs and further developing the potential of the ETV and Cedefop's website, in close cooperation with EUR-OP in Luxembourg. A proposal to set up a team to test the feasibility of establishing an online news service will be sent to the directorate.

As a public body and an organisation committed to the dissemination of information, Cedefop is bound to examine all opportunities to increase the reach of its information. New products and services delivered at a higher speed and with a sustainable quality would substantially improve its corporate identity.

As a publicly-funded body, it has existing commitments to a set of stakeholders who represent a significant proportion of the 'market'. An e-commerce facility could, however, facilitate speed and reach of existing and future products without necessarily increasing the cost burden. It should be regarded as a means to expand and improve Cedefop's services and their dissemination in parallel to the more traditional way of distributing hard copies via EUR-OP, for which a rather symbolic payment is accepted. It would thus put the electronic or soft products on the same level as hard copies.

Any demand for a paid service will need to be cultivated – the 'market' is likely to be a long-term one requiring serious investment to develop it. A facility to enable online payment for existing and future paid products would be helpful and may increase the use of the ETV and Cedefop sites. It would also give Cedefop control over the quality of service they offer to users and the chance to capture user data and get reliable feedback.

Annexes

1. Cedefop publications list 2001
2. Staff and financial allocation 2001
3. Human resources
4. Cedefop Management Board
   (Situation at 31.12.2001)
5. Cedefop study visits programme

ANNEX 1

Cedefop publications list 2001

Systems, reports, data

2202	The transition between education and working life. Key data on vocational training in the European Union	DE, EN, FR	1
3008	Training in Europe. Second report on vocational training research in Europe 2000: background report. Volumes 1,2,3	EN	1
3009	Φάκελος TTnet Αριθ. 1. Τάσεις στην ανάπτυξη της κατάρτισης και ο ρόλος της καινοτομίας ως μεταβιβάσιμης πρακτικής	EL	1
3014	Training and learning for competence. Second report on vocational training research in Europe: synthesis report	EN	1
4009	Training and learning for competence. Second report on vocational training research in Europe: executive summary	DE, EN, FR, PT	1
5117	Vocational education and training in Belgium. Brief description	EN, FR, NL	1
7005	Le système de formation professionnelle au Royaume-Uni	FR	1
7006	Erhvervsuddannelsessystemet I Denmark	DA	1
7010	Le système de formation professionnelle en Italie	DE, FR	1
7011	Le système de formation professionnelle en Espagne	FR	1
7013	Vocational education and training in Iceland	EN	1
7016	Vocational education and training in Belgium	EN, FR	1

Thematic studies

	Promoting competences and lifelong learning		
2203	National actions to implement lifelong learning in Europe	EN, FR	2A
2204	Curriculum Development Guidelines. New ICT curricula for the 21st century: designing tomorrow's education	ES, DE, EN, FR	2A
2205	Generic ICT skills profiles. Future skills for tomorrow's world	EN	2A
3013	Assurer la transparence des compétences. Identification, évaluation et reconnaissance de l'apprentissage non formel en Europe	DE, FR	2A

5112	Lifelong learning in Sweden. The extent to which vocational education and training policy is nurturing lifelong learning in Sweden	EN	2A
5118	Lifelong learning in Finland. The extent to which vocational education and training policy is nurturing lifelong learning in Finland	EN	2A
	New ways of learning		
3017	TTnet Dossier n° 4. La formation ouverte et à distance et la professionnalisation des formateurs	FR	2B
	Supporting employment and competitiveness		
3012	Changing occupational profiles in the hotel industry. Case studies in France, Italy and Spain	EL, EN, IT	2C
3016	European structures of qualification levels. A synthesis based on reports on recent developments in Germany, Spain, France, the Netherlands and the United Kingdom (England & Wales). Volume 1	EN	2C
5106	Vocational training and innovative practices in the environmental sector. A comparison of 10 EU Member States, with specimen cases. Synthesis report in the context of the 'Observing innovations in vocational training' project	EN	2C
5108	The financing of vocational education and training in Italy. Financing portrait	EN, IT	2C
5114	Analisi comparata dei profili professionali nei settori legati all'ambiente. Studi di caso in Italia, Francia e Grecia	IT	2C
5115	Anticipating occupational and qualificational developments. Recommendations and conclusions based on a review of recent innovations in methods and instruments applied in the European Union *multilingual*	DE, EN, FR	2C
5116	European structures of qualification levels. Reports on recent developments in Germany, Spain, France, the Netherlands and the United Kingdom (England & Wales). Volumes 2,3. (* PDF format only)	EN	2C
5119	The financing of vocational education and training in Portugal. Financing portrait	EN	2C
	Mobility and transparency		
5109	Mobility in the European chemicals industry sector. The role of transparency and recognition of vocational qualifications	EN	2D

5110	Mobility in the European tourism sector. The role of transparency and recognition of vocational qualifications	EN	2D
5111	Transparency of vocational qualifications. The Leonardo da Vinci approach	EN	2D
5113	Mobility in the European health sector. The role of transparency and recognition of vocational qualifications	EN	2D

Periodicals

	European Journal 'Vocational Training'		
965	No 21/00	ES, DE, EN, FR	3A
966	No 22/01	ES, DE, EN, FR	3A
	Cedefop Info		
833	No 1/01	DE, EN, FR	3B
834	No 2/01	DE, EN, FR	
	Cedefop		
4010	Work Programme 2001	DE, EN, FR	5
4011	Cedefop 2001. Publications catalogue	*multilingual*	5
4012	Annual report 2000	DE, EN, FR	5

ANNEX 2

Staff and financial allocation 2001

BUDGETARY PROJECTS 2001

CODE	PROJECT TITLE	RESPONSIBLE	BUDGET EXECUTED
0110	Reporting system on LLL (e.g. trends in enterprises)	MNCH	71 647.57
0200	Follow-up on key qualifications	PK	17 680.50
0300	Training of trainers network	MB	343 950.00
0410	Cost/benefit analysis of training/learning	IJL	0.00
0420	Survey on employment, including socio-economic and training aspects (selected projects)	BS	43 184.80
0430	SME and sectoral studies	TB	107 795.61
0440	Collection of best practices	RLO	40 487.42
0510	Mobility	SKR	72 044.84
0520	Transparency	SPE	67 299.69
0610	Monographs	EWS-JMA	144 068.97
0620	Financing of VET	SER	25 484.24
0630	History of VET	SPE-BS	20 000.00
0640	Scenarios and strategies	BS	37 922.15
0710	Key data and statistics	PDE	43 398.00
0720	Report on VET policy	JMU	38 274.65
0730	Report on VET research	MT-PDE	531 199.48
0810	Supporting social partners	IJL	1 174.33
0820	Social dialogue	BS-TB	5 777.15
0830	Services to training organisations	BS	15 536.94
0900	Study visits programme	MJM	935 707.04
1010	Agora Thessaloniki	EFG	181 709.85
1021	Cedefop research arena	PK-BN	73 566.82
1110	Library and documentation	MWI	392 535.01
1121	Infocom – European Journal *vocational training*	SB-BM	225 277.03
1122	Infocom – *Cedefop Info*	BM-SB	118 724.82
1123	Infocom – general expenditure	SB-BM	253 589.28
1124	Infocom – promotion activities	NW-SB-ID	218 206.54
1130	Electronic media	CMC	436 424.09
9998	Various operational expenses	JVR	217 652.74

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ANNEX 3

Human resources

Staff situation at 31 December 2001

There is a staff complement of 81 posts. As of 31 December 2001 the Centre employs 81 staff on the basis of the table of posts:

(a) **36 A** category staff;
(b) **16 B** category staff;
(c) **26 C** category staff;
(d) **3 D** category staff.

Out of a total of 48 temporary staff, 25 are employed on indefinite and 23 on fixed-term contracts.

Among the 33 officials, 17 were part of the Centre's staff in Berlin and 16 have been recruited in Thessaloniki (former officials of various EU institutions).

In addition, there are 8 auxiliary staff, 16 local staff, 8 national seconded experts and 1 special advisor.

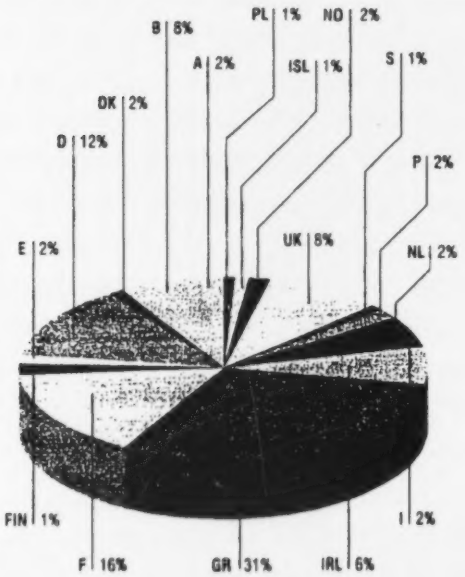
The Centre maintains 13 service contracts: medical officer (one person present two afternoons/week), computer department-help desk and support (three persons), electronic media (two persons), publications (one person), study visits (one person), administration (four persons), translation service (one person).

A specific service contract provides for one or two security guard(s) according to needs, at the disposal of the Centre 24 hours per day, in three shifts.

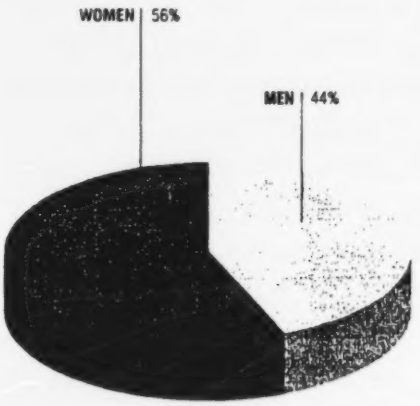
Below are indications on the composition of the staff working in the Centre at 31 December 2001, which was a total of 114 persons. Adding to this number the external service providers as indicated above, there are 127 persons in total active in the Centre.

The total staff of 114 can be categorised in a number of ways:

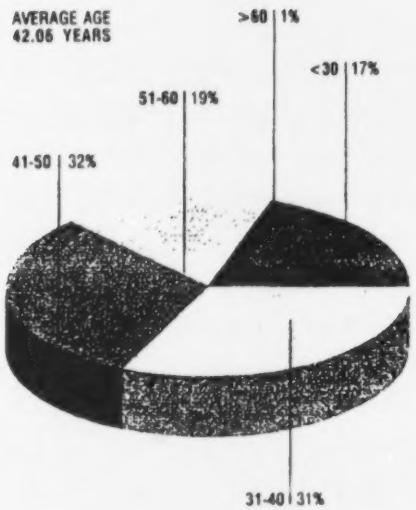
By nationality



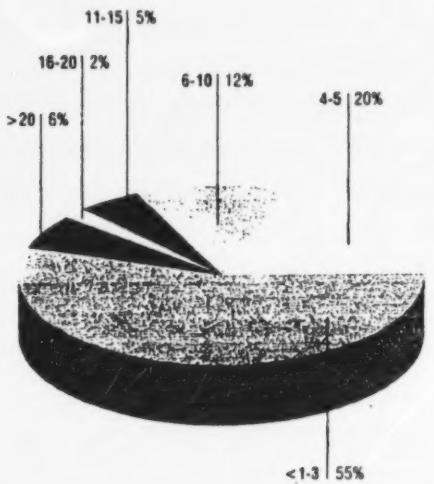
By gender



By age



By years of service with Cedefop



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ANNEX 4

Cedefop Management Board
Situation at 31.12.2001

Participating in the Bureau meeting

MEMBER	ADDRESS	TEL./FAX/E-MAIL
Chairman Mr Alfons de Vadder	Directeur Général de la Fédération Belge des Entreprises de Distribution (FEDIS) Rue Saint-Bernard 60 B-1060 Bruxelles	Tel. (32-2) 537 30 60 Fax (32-2) 539 40 26 ad@fedis.be Language of correspondence: FR
Vice-chairman European Commission representative Mr Otto Dibelius	mdWdGb Direktor Generaldirektion Bildung und Kultur Europaische Kommission - B7 - 08/57 200, rue de la Loi B-1049 Bruxelles	Tel. (32-2) 295 41 35 Fax (32-2) 295 78 30 ou 299 53 25 otto.dibelius@cec.eu.int Language of correspondence: DE
Vice-Chairman Employee organisations' representatives Mr Peter Rigney	Irish Congress of Trade Unions 31-32 Parnell Square IRL-Dublin 1	Tel. (353-1) 889 77 50 Fax (353-1) 887 20 12 Peter.rigney@ictu.ie Language of correspondence: EN
Vice-chairman Government representative Mr Peter Thiele	Regierungsdirektor Bundesministerium für Bildung und Forschung Referat 111, Heinemannstr. 2 D-53175 Bonn	Tel. (49-1888) 57 21 09 Fax (49-1888) 57 821 09 or 57 36 03 Peter.Thiele@BMBF.BUND.DE Language of correspondence: DE
Employer organisations' representative Mrs Lise Skanting	Dansk Arbejdsgiverforening Vester Voldgade 113 DK-1790 København V	Tel. (45) 33 38 93 88 Fax (45) 33 93 08 42 lsk@da.dk Language of correspondence: EN
European Commission Mr Gordon Clark	Acting Head of Unit DG Education and Culture European Commission B7 - 5/42 200, rue de la Loi, B-1049 Bruxelles	Tel. (32-2) 296 29 29 Fax (32-2) 295 78 30 gordon.clark@cec.eu.int Language of correspondence: EN
European Commission Mrs Eleni Spachis	DG Education and Culture European Commission Bélliard 7 - 5/23 200, rue de la Loi, B-1049 Bruxelles	Tel. (32-2) 295 75 62 Fax (32-2) 295 78 30 eleni.spachis@cec.eu.int Language of correspondence: EN

MEMBER	ADDRESS	TEL./FAX/E-MAIL
Coordinateur UNICE Mrs Jeanne Schmitt	UNICE Rue Joseph II, 40 B-1000 Bruxelles	Tel. (32-2) 237 65 37 Fax (32 2) 231 14 45 js@unice.be Language of correspondence: EN, FR
Représentante CES Mrs Maria Helena André	Confédération Européenne des Syndicats 5, boulevard du Roi Albert II B-1210 Bruxelles	Tel. (32-2) 224 04 21 (st. 04 11) Fax (32-2) 224 04 54/55 mandre@etuc.org Language of correspondence: FR
Porte-parole des pays AELE/EEE Mrs Kristrun Isaksdottir	Ministry of Culture and Education Sölvhólsgötu 4 150 Reykjavik Iceland	Tel. (354) 560 95 00 Fax (354) 562 30 68 kristrun.isaksdottir@mrn.stjr.is Language of correspondence: EN

Management Board: Goverment representatives

COUNTRY	ADDRESS	RESPONSIBLE / E-MAIL	TEL./FAX
A	Federal Ministry of Education and Arts Minoritenplatz 5 A-1014 Vienna	Mr Wolfgang Slawik Language of correspondence: DE wolfgang.slawik@bmbwk.gv.at	Tel. (43-1) 531 20 44 43 Fax (43-1) 531 20 41 30
B	Représentation Permanente de la Belgique Auprès de l'Union européenne Rond Point Schuman 6 B-1040 Bruxelles	Mrs Annemie Pernot Attaché sociale Language of correspondence: FR annemie.pernot@belgoeurop. diplobel.fgov.be	Tel. (32-2) 233 21 59 Fax (32-2) 231 10 75
D	Bundesministerium für Bildung und Forschung Referat 111 Heinemannstr. 2 - D-53175 Bonn	Mr Peter Thiele Regierungsdirektor Language of correspondence: DE Peter.Thiele@BMBF.BUND.DE	Tel. (49-1888) 57 21 09 Fax (49-1888) 57 821 09 or 57 36 03
DK	Undervisningsministeriet Uddannelsesstyrelsen H.C. Andersen Boulevard 43 DK-1553 København V	Mr Svend-Erik Povelsen Language of corresp.: EN/DA sep@CiriusMail.dk	Tel. (45) 33 92 57 75 Fax (45) 33 92 56 66
GR	National Labour Institute (EIE) Kosti Palama Street 6-8 GR-111 44 Athens	Mr Elias Kikilias Director-General Language of correspondence: EN hkikilias@eie.org.gr	Tel. (30-10) 21 20 700 Fax (30-10) 22 85 122

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COUNTRY	ADDRESS	RESPONSIBLE / E-MAIL	TEL./FAX
E	Instituto Nacional de Empleo INEM Directora General Calle Condesa de Venadito, 9 E-28027 Madrid	Mrs M. D. Cano Ratia Language of correspondence: FR Dolores.cano@inem.es	Tel. (34) 91 585 98 25/26 Fax (34) 91 408 00 17
FI	Ministry of Education PO Box 293, Meritullinkatu 3 D FIN-00171 Helsinki	Mrs Eija Alhojärvi Language of correspondence: EN Eija.alhojärvi@minedu.fi From 15.10.2001 until 15.03.2002 forward mail to Mr Timo Lankinen timo.lankinen@minedu.fi	Tel. (358-9) 13 41 73 08 Fax (358-9) 13 41 70 06
F	Ministère de l'Emploi et de la Solidarité Délégation à l'emploi et à la formation professionnelle 7, square Max Hymans F-75741 Paris Cedex15	Mr Bernard Legendre Language of correspondence: FR Bernard.legendre@dgefp.travail.gouv.fr	Tel. (33) 144 38 38 38/20/96 Fax (33) 144 38 32 10
IRL	FÁS -Training & Employment Authority PO Box 456 27-33, Upper Baggot Street IRL-Dublin 4	Mr Pat Nealon Assistant Director-General Language of correspondence: EN Pat.Nealon@fas.ie	Tel. (353-1) 607 07 21 Fax (353-1) 607 06 17
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SE	TCO Sweden Linnégatan, 14 S-114 94 Stockholm	Mr Thomas Janson Language of correspondence: EN Tco@tco.se	Tel. (46-8) 782 91 00 Fax (46-8) 663 75 20
UK	Trade Unions in the Community AMICUS MSF Section 40 Bermondsey Street UK-SE1 3UD London	Mr John Rodgers Language of correspondence: EN john.rodgers@amicus-m.org	Tel. (44-20) 79 39 70 05 Fax (44-20) 73 57 64 25

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ANNEX 5

Cedefop study visits programme

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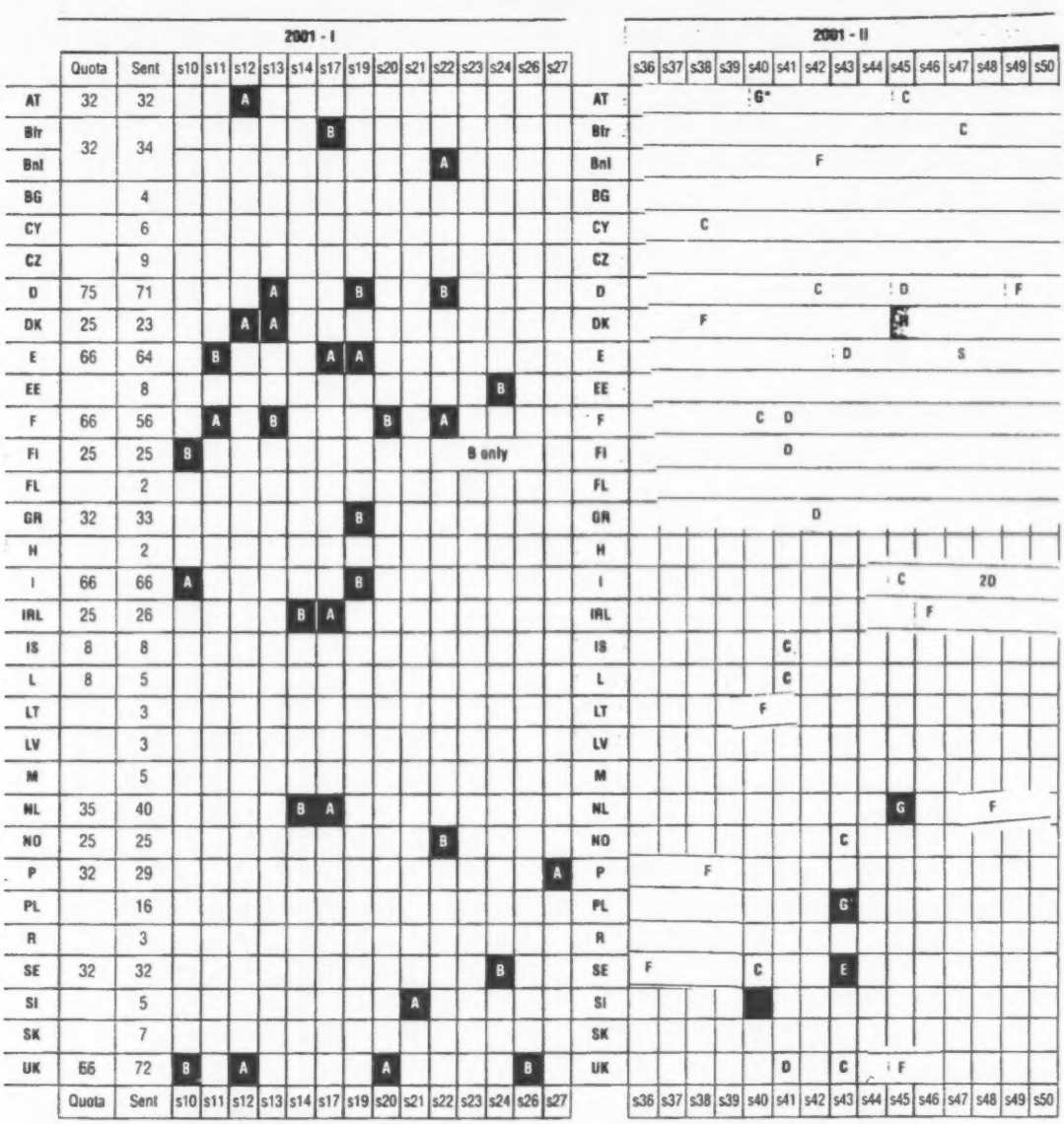

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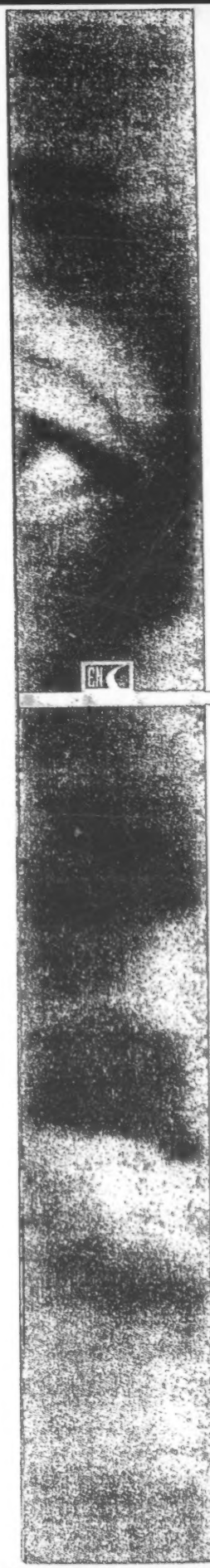

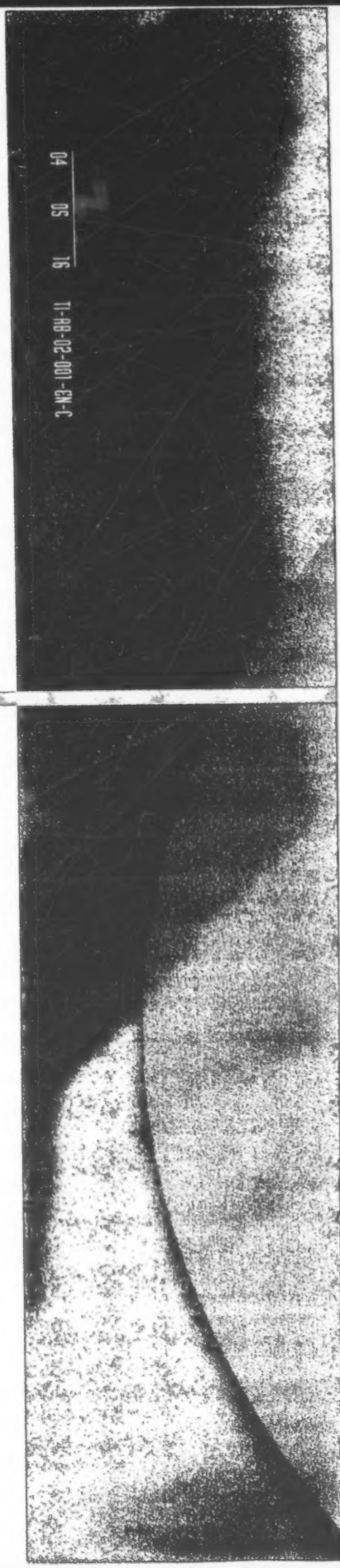

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